

# **English Language Arts Crosswalk Common Core State Standards to Connecticut State Standards**



## **Grade 1**

GRADE 1			
CCSS	CT Standard Match	CT Assessment	Notes
READING STRAND: READING FOR LITERATURE STANDARDS			
Key Ideas and Details			
<b>CC.1.R.L.1</b> Ask and answer questions about key details in a text.	<b>CT.1.R.30</b> Reading Comprehension: During Reading: Ask and answer questions about text.	<b>Developmental Reading Assessment (DRA2)</b> <b>Degrees of Reading Power (DRP)</b> <b>CMT Reading Comprehension</b> <b>A4</b> Use information from the text to make predictions based on what is read. <b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	
<b>CC.1.R.L.2</b> Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>CT.K.R.35</b> Reading Comprehension: After Reading: Retell information from a story, using proper sequence.  <b>CT.1.R.41</b> Reading Comprehension: After Reading: General Understanding: Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view	<b>Developmental Reading Assessment (DRA2)</b> <b>Degrees of Reading Power (DRP)</b> <b>CMT Reading Comprehension</b> <b>A1</b> Determine the main idea (nonfiction) theme (fiction) the text. <b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details. <b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text. <b>A4</b> Use information from the text to make predictions based on what is read. <b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	The CT kindergarten standard is lower level - retell.  Minor aspects of the CCSS not addressed. "Central message" or lesson not addressed in CT standards until Grade 3.

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<b>CC.1.R.L.3</b> Describe characters, settings, and major events in a story, using key details.	<b>CT.1.R.41</b> Reading Comprehension: After Reading: General Understanding: Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.	<b>CMT Reading Comprehension</b> <b>A1</b> Determine the main idea (nonfiction) theme (fiction) the text. <b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details. <b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text.	
Craft and Structure			
<b>CC.1.R.L.4</b> Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>CT.1.R.48</b> Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.	<b>CMT Reading Comprehension</b> <b>D1</b> Analyze and evaluate the author's craft including use of literary devices and textual elements <b>D2</b> Select, synthesize and/or use relevant information within the texts to extend or evaluate the texts.	CT standard does not specifically address feelings or appeal to senses and poetry.
<b>CC.1.R.L.5</b> Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>CT.1.R.26</b> Reading Comprehension: Before Reading: Identify the elements of a genre to help understand the characteristics of different text, e.g., fairy tales, problem and solution in fictional stories, repetitive phrases of nursery rhymes  <b>CT.1.R.28</b> Reading Comprehension: Before Reading: Tell the purpose for reading a text when the objective is stated  <b>CT.1.R.45</b> Reading Comprehension: After Reading: Developing an	<b>CMT Reading Comprehension</b> <b>B1</b> Identify or infer the author's use of structure/organizational patterns. <b>B3</b> Use stated or implied evidence from the text to draw and/or support a conclusion	Collective match to CCSS. CT standard 1.R.28 restates the CCSS most clearly. CT standard 1.R. 26 compliments the CCSS and makes it a complete match.

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	Interpretation: Identify whether text is fiction or nonfiction.		
<b>CC.1.R.L.6</b> Identify who is telling the story at various points in a text.	<b>CT.2.R.30</b> Reading Comprehension: During Reading: Identify the speaker in a poem and the narrator in a story.	<b>Developmental Reading Assessment (DRA2)</b> <b>Degrees of Reading Power (DRP)</b>  <b>CMT Reading Comprehension</b> <b>A4</b> Use information from the text to make predictions based on what is read. <b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language. <b>B1</b> Identify or infer the author's use of structure/organizational patterns.	
Integration of Knowledge and Ideas			
<b>CC.1.R.L.7</b> Use illustrations and details in a story to describe its characters, setting, or events.	<b>CT.1.R.41</b> Reading Comprehension: After Reading: General Understanding: Identify story elements, e.g., characters, setting, plot, theme, conflict and point of view.	<b>CMT Reading Comprehension</b> <b>A1</b> Determine the main idea (nonfiction) theme (fiction) the text. <b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details. <b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text.	CT standard addresses identifying not describing.
<b>CC.1.R.L.9</b> Compare and contrast the adventures and experiences of characters in stories.	<b>CT.1.R.47</b> Reading Comprehension: After Reading: Making Reader/Text Connections: Make text-to-self and text-to-text connections.	<b>CMT Reading Comprehension</b> <b>C1</b> Make connections between the text and outside experiences and knowledge. <b>C2</b> Select, synthesize and/or use relevant information within the text to write a personal response to the text.	CT standard addresses text-to-text connections but does not address compare and contrast.

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<b>Range of Reading and Level of Text Complexity</b>			
<b>CC.1.R.L.10</b> With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>CT.1.R.51</b> Reading Reflection/Behaviors: Select "just right" books to independently read based on known criteria, e.g., five-finger rule, favorite author, etc.  <b>CT.1.R.52</b> Reading Reflection/Behaviors: Choose a variety of genres to read.		Poetry is not specifically noted in CT standard.
<b>READING STRAND: READING FOR INFORMATION STANDARDS</b>			
<b>Key Ideas and Details</b>			
<b>CC.1.R.I.1</b> Ask and answer questions about key details in a text.	<b>CT.1.R.30</b> Reading Comprehension: During Reading: Ask and answer questions about text.	<b>Developmental Reading Assessment – second edition (DRA2)</b>  <b>Degrees of Reading Power (DRP)</b>  <b>CMT Reading Comprehension</b>	
<b>CC.1.R.I.2</b> Identify the main topic and retell key details of a text.	<b>CT.1.R.32</b> Reading Comprehension: During Reading: Read nonfiction text to gain specific information, e.g., main idea and details  <b>CT.1.R.42</b> Reading Comprehension: After Reading: General Understanding: Identify the topic of and two facts about nonfiction text.	<b>Developmental Reading Assessment – second edition (DRA2)</b>  <b>Degrees of Reading Power (DRP)</b>  <b>CMT Reading Comprehension: Forming a General Understanding</b>  <b>A1</b> Determine the main idea (nonfiction) or theme (fiction) of the text <b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details	Retell is not specifically noted in CT standard.

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<b>CC.1.R.I.3</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>CT.1.R.35</b> Reading Comprehension: During Reading: Make connections, including text-to-text and text-to-self connections.	<b>CMT Reading Comprehension: Making Reader/Text Connections</b>  <b>C1</b> Make connections between the text and outside experiences and knowledge	Excellent match between the two documents.
<b>Craft and Structure</b>			
<b>CC.1.R.I.4</b> Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>CT.1.R.39</b> Reading Comprehension: During Reading: Use cueing system to determine meaning of unknown words, e.g., meaning, structure and visual.	<b>CMT Reading Comprehension: Forming a General Understanding</b>  <b>A5</b> Use context clues to determine meanings of unknown or multiple-meaning words or figurative language.	Excellent match between the two documents.
<b>CC.1.R.I.5</b> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>CT.1.R.31</b> Reading Comprehension: During Reading: Recognize and use text features, such as a map or graph, to find information.	<b>Developmental Reading Assessment – second edition (DRA2)</b>  <b>Degrees of Reading Power (DRP)</b>  <b>CMT Reading Comprehension</b>	CCSS adds headings as examples of text features.
<b>CC.1.R.I.6</b> Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>CT.1.R.17</b> Phonics: Use context clues and pictures to aid in the decoding of new words  <b>CT.1.R.34</b> Reading Comprehension: During Reading: Create mental imagery about text when prompted by the teacher  <b>CT.1.R.48</b>		CT standards has a slightly different focus; no request to distinguish between information in the CT standards.

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	Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.		
Integration of Knowledge and Ideas			
<b>CC.1.R.I.7</b> Use the illustrations and details in a text to describe its key ideas.	<b>CT.1.R.17</b> Phonics: Use context clues and pictures to aid in the decoding of new words  <b>CT.1.R.31</b> Reading Comprehension: During Reading: Recognize and use text features, such as a map or graph, to find information  <b>CT.1.R.32</b> Reading Comprehension: During Reading: Read nonfiction text to gain specific information, e.g., main idea and details  <b>CT.1.R.33</b> Reading Comprehension: During Reading: Read and follow simple directions.	<b>Developmental Reading Assessment (DRA)</b> <b>Degrees of Reading Power (DRP)</b>	Language varies between the two documents but the intent is the same.
<b>CC.1.R.I.8</b> Identify the reasons an author gives to support points in a text.	<b>CT.1.R.48</b> Reading Comprehension: After Reading: Content and Structure: Identify the words an author or orator uses to create an image in the reader's mind.	<b>CMT Reading Comprehension: Examining Content and Structure</b>  <b>D1</b> Analyze and evaluate the author's craft including use of literary devices and textual elements	Weak match, major aspects of the CCSS not addressed. Ct is asking the words that create an image and CCS is asking for reasons that support a point

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<b>CC.1.R.I.9</b> Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>CT.2.R.42</b> Reading Comprehension: After Reading: Developing an Interpretation: Read several texts within a genre, about a single topic, or by a single author and compare similarities and differences.	<b>CMT Reading Comprehension: Forming a General Understanding</b>  <b>A2</b> Identify or infer important characters, problems, settings, events, relationships and details <b>A3</b> Select and use relevant information from the text in order to summarize events and/or ideas in the text	CCSS matched to a Grade two CT standard.
<b>Range of Reading and Level of Text Complexity</b>			
<b>CC.1.R.I.10</b> With prompting and support, read informational texts appropriately complex for grade 1.	<b>CT.1.R.51</b> Reading Reflection/Behaviors: Select "just right" books to independently read based on known criteria, e.g., five-finger rule, favorite author, etc.  <b>CT.1.R.52</b> Reading Reflection/Behaviors: Choose a variety of genres to read.		Good match, with minor aspects of the CCSS not addressed
<b>READING STRAND: FOUNDATIONAL SKILLS STANDARDS</b>			
<b>Print Concepts</b>			
<b>CC.1.R.F.1</b> Demonstrate understanding of the organization and basic features of print.	<b>CT.1.R.2</b> Concepts About Print: Distinguish words from sentences.		
<b>CC.1.R.F.1.a</b> Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	<b>CT.PK.R.1</b> Concepts About Print: Demonstrate book awareness, e.g., hold book upright, turn pages from front of book to the back, and scan pages from top to bottom and left to right		Collective match with CT PK standards.



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	<p><b>CT.PK.R.2</b> Concepts About Print: Recognize printed letters, e.g., letters in child's name</p> <p><b>CT.PK.R.3</b> Concepts About Print: Recognize familiar printed words</p> <p><b>CT.PK.R.4</b> Concepts About Print: Recognize print conveys meaning, e.g., environmental print</p> <p><b>CT.PK.R.5</b> Concepts About Print: Demonstrate independent interest in reading-related activities, e.g., independently chooses a book and tells a story to peers.</p>		
Phonological Awareness			
<p><b>CC.1.R.F.2</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p>	<p><b>CT.1.R.6</b> Phonological Awareness: Distinguish long and short vowel sounds in spoken one syllable words, e.g., bit/bite</p> <p><b>CT.1.R.7</b> Phonological Awareness: Delete, add and substitute letter sounds in initial position to make different words</p> <p><b>CT.1.R.8</b> Phonological Awareness: Identify the number of syllables in a spoken word</p>		

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	<p><b>CT.1.R.9</b> Phonological Awareness: Blend up to four orally presented phonemes into a correct word</p> <p><b>CT.1.R.10</b> Phonological Awareness: Segment one-syllable spoken words into phonemes</p> <p><b>CT.1.R.12</b> Phonics: Match sounds to letters to read words.</p>		
<b>CC.1.R.F.2.a</b> Distinguish long from short vowel sounds in spoken single-syllable words .	<b>CT.1.R.6</b> Phonological Awareness: Distinguish long and short vowel sounds in spoken one syllable words, e.g., bit/bite.		
<b>CC.1.R.F.2.b</b> Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>CT.1.R.9</b> Phonological Awareness: Blend up to four orally presented phonemes into a correct word.		
<b>CC.1.R.F.2.c</b> Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>CT.1.R.5</b> Phonological Awareness: Identify initial, medial and final sounds in words.		
<b>CC.1.R.F.2.d</b> Segment spoken single-syllable words into their complete sequence of individual sounds	<p><b>CT.1.R.8</b> Phonological Awareness: Identify the number of syllables in a spoken word</p> <p><b>CT.1.R.10</b></p>		

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(phonemes).	Phonological Awareness: Segment one-syllable spoken words into phonemes.		
Phonics and Word Recognition			
<b>CC.1.R.F.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.	<b>CT.1.R.12</b> Phonics: Match sounds to letters to read words  <b>CT.1.R.13</b> Phonics: Know sounds for common letter patterns, e.g., sh, th, ch, oo, ee, igh, ing, ed  <b>CT.1.R.14</b> Phonics: Decode words with common letter patterns, e.g. -ake, -ick  <b>CT.1.R.15</b> Phonics: Decode orthographically regular one-syllable words, e.g., sit, take, need and nonsense words, e.g., vit, dake, jeed  <b>CT.1.R.16</b> Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing  <b>CT.1.R.17</b> Phonics: Use context clues and pictures to aid in the decoding of new words.		
<b>CC.1.R.F.3.a</b> Know the spelling-sound	<b>CT.1.R.13</b> Phonics: Know sounds for common		

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correspondences for common consonant digraphs (two letters that represent one sound).	letter patterns, e.g., sh, th, ch, oo, ee, igh, ing, ed.		
<b>CC.1.R.F.3.b</b> Decode regularly spelled one-syllable words.	<b>CT.1.R.14</b> Phonics: Decode words with common letter patterns, e.g. -ake, -ick.  <b>CT.1.R.15</b> Phonics: Decode orthographically regular one-syllable words, e.g., sit, take, need and nonsense words, e.g., vit, dake, jeed.		
<b>CC.1.R.F.3.c</b> Know final -e and common vowel team conventions for representing long vowel sounds.	<b>CT.1.R.13</b> Phonics: Know sounds for common letter patterns, e.g., sh, th, ch, oo, ee, igh, ing, ed.  <b>CT.1.R.14</b> Phonics: Decode words with common letter patterns, e.g. -ake, -ick.		
<b>CC.1.R.F.3.d</b> Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>CT.1.R.8</b> Phonological Awareness: Identify the number of syllables in a spoken word.		
<b>CC.1.R.F.3.e</b> Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>CT.2.R.8</b> Phonics/Word Study: Decode orthographically regular multisyllable words, e.g., butterfly, happiness, by using knowledge of sound-symbol relationships, syllable division and the alphabetic principle.		CCSS matched to a Grade 2 CT standard.

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<b>CC.1.R.F.3.f</b> Read words with inflectional endings.	<b>CT.1.R.16</b> Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.		
<b>CC.1.R.F.3.g</b> Recognize and read grade-appropriate irregularly spelled words.	<b>CT.1.R.18</b> High-Frequency Words: Read at least 110 high-frequency words, e.g., Dolch or Fry.		CT standard more rigorous and more specific.
Fluency			
<b>CC.1.R.F.4</b> Read with sufficient accuracy and fluency to support comprehension.	<b>CT.1.R.19</b> Fluency: Read aloud, attending to punctuation, e.g., pause at commas and periods, use inflection with question marks, use excitement with exclamation marks.  <b>CT.1.R.20</b> Fluency: Read aloud familiar informational/expository text and literary/narrative text in a manner that sounds like natural speech.  <b>CT.1.R.21</b> Fluency: Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.		
<b>CC.1.R.F.4.a</b> Read grade-level text with purpose and understanding.	<b>CT.1.R.21</b> Fluency: Read aloud, while comprehending, unpracticed text with fluency at 40-90+ words correct per minute.		
<b>CC.1.R.F.4.b</b> Read grade-level text orally	<b>CT.1.R.21</b> Fluency: Read aloud, while		

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with accuracy, appropriate rate, and expression.	comprehending, unpracticed text with fluency at 40-90+ words correct per minute.		
<b>CC.1.R.F.4.c</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<b>CT.1.R.39</b> Reading Comprehension: During Reading: Use cueing system to determine meaning of unknown words, e.g., meaning, structure and visual.		

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WRITING STRAND: WRITING STANDARDS			
Text Types and Purposes			
<b>CC.1.W.1</b> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>CT.1.W.21</b> Writing Genres, Traits and Crafts: Persuasive: Write reasons for liking something, e.g., school, book, best friend, pet.		CCSS more specific: stating an opinion, reasons, or book response.
<b>CC.1.W.2</b> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>CT.1.W.19</b> Writing Genres, Traits and Crafts: Expository: Write personal correspondence, e.g., e-mail, thank you note, friendly letter.  <b>CT.1.W.20</b> Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to make sandwich, how to enter class ready to work.		CCSS more specific: writing informational texts.
<b>CC.1.W.3</b> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>CT.1.W.16</b> Writing Genres, Traits and Crafts: Narrative: Write personal and fictional narratives that consist of three or more related sentences.  <b>CT.1.W.17</b> Writing Genres, Traits and Crafts: Narrative: Use action verbs.  <b>CT.1.W.18</b> Writing Genres, Traits and Crafts:		CCSS requires use of related events.

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	Narrative: Demonstrate voice, e.g., tone, expressive language.		
Production and Distribution of Writing			
<b>CC.1.W.5</b> With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>CT.1.W.10</b> Writing Process: Revise: revise a completed draft by adding, deleting and/or rearranging words.  <b>CT.1.W.11</b> Writing Process: Edit: edit drafts for errors in beginning capitalization and ending punctuation.		Peer review not part of the CT standards.
<b>CC.1.W.6</b> With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>CT.1.W.12</b> Writing Process: Publish/Present: publish and present completed drafts, e.g., Author's Chair, PowerPoint, reading aloud to parents.  <b>CT.1.W.13</b> Writing Process: Reflect: state the way in which changes to the writing made it better, e.g., maintain an interactive portfolio.		Digital tools specifically mentioned in CCSS.
Research to Build and Present Knowledge			
<b>CC.1.W.7</b> Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>CT.1.W.20</b> Writing Genres, Traits and Crafts: Expository: Write to explain a process, e.g., how to make sandwich, how to enter class ready to work.		Shared research part of the CCSS.
<b>CC.1.W.8</b> With guidance and support from adults, recall information	<b>CT.1.W.8</b> Writing Process: Plan: generate ideas, e.g., brainstorm, sketch, web.		



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from experiences or gather information from provided sources to answer a question.			

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SPEAKING AND LISTENING STRAND: SPEAKING AND LISTENING STANDARDS			
Comprehension and Collaboration			
<b>CC.1.SL.1</b> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	<b>CT.1.OL.1</b> Listening: Listen attentively to others without interrupting.  <b>CT.1.OL.2</b> Listening: Maintain eye contact, in line with cultural traditions, when listening to others.  <b>CT.1.OL.3</b> Listening: Listen for specific information in order to respond to questions.  <b>CT.1.OL.4</b> Listening: Listen to acquire information from a variety of sources.  <b>CT.1.OL.5</b> Speaking: Ask questions for clarification and understanding.		Collective match, but not as rigorous as CCSS.
<b>CC.1.SL.1.a</b> Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	<b>CT.1.OL.1</b> Listening: Listen attentively to others without interrupting.  <b>CT.1.OL.2</b> Listening: Maintain eye contact, in line with cultural traditions, when listening to others.  <b>CT.1.OL.4</b>		

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	Listening: Listen to acquire information from a variety of sources.  <b>CT.1.OL.7</b> Speaking: Stay on topic.		
<b>CC.1.SL.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	<b>CT.1.OL.7</b> Speaking: Stay on topic.  <b>CT.1.OL.9</b> Speaking: Express ideas in logical sequence.		
<b>CC.1.SL.1.c</b> Ask questions to clear up any confusion about the topics and texts under discussion.	<b>CT.1.OL.5</b> Speaking: Ask questions for clarification and understanding.		
<b>CC.1.SL.2</b> Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>CT.1.R.30</b> Reading Comprehension: During Reading: Ask and answer questions about text.		CT standard limited to reading – no mention of oral presentation or other media.
<b>CC.1.SL.3</b> Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>CT.1.OL.5</b> Speaking: Ask questions for clarification and understanding.		
<b>Presentation of Knowledge and Ideas</b>			
<b>CC.1.SL.4</b> Describe people, places, things, and events with relevant details, expressing	<b>CT.1.OL.8</b> Speaking: Use descriptive words when speaking about familiar people, places, things and events.		

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ideas and feelings clearly.	<p><b>CT.1.OL.13</b> Speaking: Tell personal narratives, using organizational patterns, including beginning, middle and end.</p> <p><b>CT.1.OL.14</b> Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.</p>		
<p><b>CC.1.SL.6</b> Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)</p>	<p><b>CT.1.OL.11</b> Speaking: Use English language syntax for simple sentences (may inappropriately use plural and past tense).</p>		

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<b>CCSS</b>	<b>CT Standard Match</b>	<b>CT Assessment</b>	<b>Notes</b>
<b>LANGUAGE STRAND: LANGUAGE STANDARDS</b>			
<b>Conventions of Standard English</b>			
<b>CC.1.L.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>CT.1.W.3</b> Capitalization/Punctuation/Usage: Use periods, question marks and exclamation points.  <b>CT.1.W.4</b> Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.  <b>CT.1.W.5</b> Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.  <b>CT.1.W.6</b> Capitalization/Punctuation/Usage: Use capital letters for the first word in a sentence.		
<b>CC.1.L.1.a</b> Print all upper- and lowercase letters.	<b>CT.1.W.11</b> Writing Process: Edit: edit drafts for errors in beginning capitalization and ending punctuation.		
<b>CC.1.L.1.b</b> Use common, proper, and possessive nouns.	<b>CT.1.W.5</b> Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.  <b>CT.2.W.12</b> Capitalization/Punctuation/Usage: Use nouns in sentences, e.g., singular, plural, common, proper, possessive.		Collective match using multiple CT grade level standards.

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<b>CC.1.L.1.c</b> Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	<b>CT.1.W.4</b> Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.  <b>CT.1.W.5</b> Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.		CCSS specifically mentions verb tense agreement.
<b>CC.1.L.1.d</b> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	<b>CT.1.OL.10</b> Speaking: Use vocabulary that is accurate and reasonably specific.  <b>CT.1.OL.14</b> Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.		CT standards lack specificity of CCSS.
<b>CC.1.L.1.e</b> Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	<b>CT.1.W.4</b> Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.		CCSS more specific - sense of past, present, or future verbs.
<b>CC.1.L.1.f</b> Use frequently occurring adjectives.	<b>CT.1.W.4</b> Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.		
<b>CC.1.L.1.g</b> Use frequently occurring conjunctions (e.g., and, but, or, so, because).	<b>CT.1.OL.9</b> Speaking: Express ideas in logical sequence.  <b>CT.2.W.17</b> Capitalization/Punctuation/Usage:		

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	Combine simple sentences into compound sentences by using and/or/but.		
<b>CC.1.L.1.h</b> Use determiners (e.g., articles, demonstratives).	<b>CT.1.W.15</b> Writing Genres, Traits and Crafts: Descriptive: Use adjectives.		
<b>CC.1.L.1.i</b> Use frequently occurring prepositions (e.g., during, beyond, toward).	<b>CT.2.OL.10</b> Speaking: Use oral language conventions, such as structures of standard English.		
<b>CC.1.L.1.j</b> Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>CT.2.W.17</b> Capitalization/Punctuation/Usage: Combine simple sentences into compound sentences by using and/or/but.		CCSS matched to Grade two CT standard.
<b>CC.1.L.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>CT.1.W.2</b> Spelling: Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words: a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like  <b>CT.1.W.3</b> Capitalization/Punctuation/Usage: Use periods, question marks and		CT standards not as rigorous. Grade two CT standard includes some of the proper nouns listed in this standard.

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	<p>exclamation points.</p> <p><b>CT.1.W.4</b> Capitalization/Punctuation/Usage: Use nouns, verbs and adjectives.</p> <p><b>CT.1.W.5</b> Capitalization/Punctuation/Usage: Use simple singular and plural nouns, e.g., house/houses, girl/girls.</p> <p><b>CT.1.W.6</b> Capitalization/Punctuation/Usage: Use capital letters for the first word in a sentence.</p>		
<b>CC.1.L.2.a</b> Capitalize dates and names of people.	<b>CT.2.W.10</b> Capitalization/Punctuation/Usage: Capitalize names, pronoun "I," proper nouns, days, months, holidays, and salutation and closing of a letter.		
<b>CC.1.L.2.b</b> Use end punctuation for sentences.	<b>CT.1.W.3</b> Capitalization/Punctuation/Usage: Use periods, question marks and exclamation points.		
<b>CC.1.L.2.c</b> Use commas in dates and to separate single words in a series.	<b>CT.2.W.8</b> Capitalization/Punctuation/Usage: Use commas in a series, e.g., after greeting and closing of a letter, in a date, between city and state.		
<b>CC.1.L.2.d</b> Use conventional spelling for words with common spelling patterns and for frequently	<b>CT.1.W.2</b> Spelling: Use spelling approximations, including beginning, middle and ending sounds and		



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occurring irregular words.	conventional spelling of common words: a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like		
<b>CC.1.L.2.e</b> Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b>CT.1.W.2</b> Spelling: Use spelling approximations, including beginning, middle and ending sounds and conventional spelling of common words: a. onset and rime, e.g., bat, cat, fat; man, fan, can b. short vowel patterns, e.g., hat, pet, sip, mop, cut c. blends, e.g., st, tr, dr, br d. digraphs, e.g., sh, th, ch e. long vowel silent e, e.g., make, like		
Vocabulary Acquisition and Use			
<b>CC.1.L.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	<b>CT.1.R.22</b> Vocabulary: Recognize words have more than one meaning.  <b>CT.2.R.16</b> Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.		
<b>CC.1.L.4.a</b> Use sentence-level context as a clue to the meaning of a	<b>CT.2.R.19</b> Vocabulary: Reread and read on to determine meaning of unknown		

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word or phrase.	words.		
<b>CC.1.L.4.b</b> Use frequently occurring affixes as a clue to the meaning of a word.	<b>CT.1.R.16</b> Phonics: Decode compound words, contractions and words with common inflectional endings, e.g., -s, -es, -ed, -ing.  <b>CT.2.R.16</b> Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.		
<b>CC.1.L.4.c</b> Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	<b>CT.2.R.18</b> Vocabulary: Use prefixes, suffixes, inflectional endings and abbreviated words to determine the meaning of unknown words.		
<b>CC.1.L.5</b> With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<b>CT.2.R.16</b> Vocabulary: Explain multiple meanings of common words, e.g., fly, duck.		
<b>CC.1.L.5.a</b> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	<b>CT.1.R.23</b> Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.		
<b>CC.1.L.5.b</b> Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	<b>CT.1.R.23</b> Vocabulary: Classify categories of words, e.g., can tell which of the following are fruits and which are vegetables: oranges, carrots, bananas, peas.		

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<b>CC.1.L.5.c</b> Identify real-life connections between words and their use (e.g., note places at home that are cozy).	<b>CT.1.W.15</b> Writing Genres, Traits and Crafts: Descriptive: Use adjectives.  <b>CT.1.W.17</b> Writing Genres, Traits and Crafts: Narrative: Use action verbs.		CT standards do not meet all expectations of CCSS - identifying real-life connections and their use. CT standards speak of "making" connection - not their use as tied to vocabulary acquisition..
<b>CC.1.L.5.d</b> Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	<b>CT.1.OL.14</b> Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.  <b>CT.1.OL.8</b> Speaking: Use descriptive words when speaking about familiar people, places, things and events.		CT standards do not mention the ability to choose verbs and adjectives based on the ability of the student to "distinguish shades of meaning" (verbs) or "differing in intensity" (adjectives).
<b>CC.1.L.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).	<b>CT.1.OL.14</b> Speaking: Retell stories using story grammar and relating the sequence of story elements by answering who, what, when, where, and how questions.  <b>CT.1.OL.8</b> Speaking: Use descriptive words when speaking about familiar people, places, things and events.		